



# *University of* **HUDDERSFIELD**

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White, Sue and Stone, Graham

Maximising use of library resources at the University of Huddersfield

### **Original Citation**

White, Sue and Stone, Graham (2010) Maximising use of library resources at the University of Huddersfield. In: UKSG 33rd Annual Conference and Exhibition, 12-14 April 2010, Edinburgh International Conference Centre. (Unpublished)

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UKSG 33rd Annual Conference and Exhibition  
Edinburgh, 12-14 April 2010



## **Maximising use of library resources at the University of Huddersfield**

Sue White, Head of Library Services  
Graham Stone, E-Resources Manager

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# Content



- Background
- Methodology
- Results
- Issues raised and lessons learned
- Next steps

# University of Huddersfield - profile



- Strong ethos of widening participation
- 24,000 students (16,000 FTE); 7,500 p/t
- 57% female; 68% mature; 19% declared non-white
- Broad spread of courses
- New focus on research
- New international focus



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# Library Services

- Converged with Computing Services in 2000
- Library staff of 100 (60 FTEs)
- Culture of service development and innovation
  - CSE
  - Summon
  - Competency Framework
  - Web 2.0 catalogue (Dave Pattern)
  - Major refurbishment

Consistently above average in  
NSS (HEFCE National Student  
Survey)



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# Project drivers



## **PROJECT PHASE 1 : No/Low USE**

- CSE target group. Lots of feedback from users, little from non-users
- Students missing out
- Equality Impact Assessments
- Pressure on information resources budget

## **PROJECT PHASE 2 : Link to student attainment**

- Evidence of impact and value
- Teaching & Learning Strategy

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# Literature review



Some work on non users in public libraries, some in non-UK academic institutions, but little recent research in UK academic sector

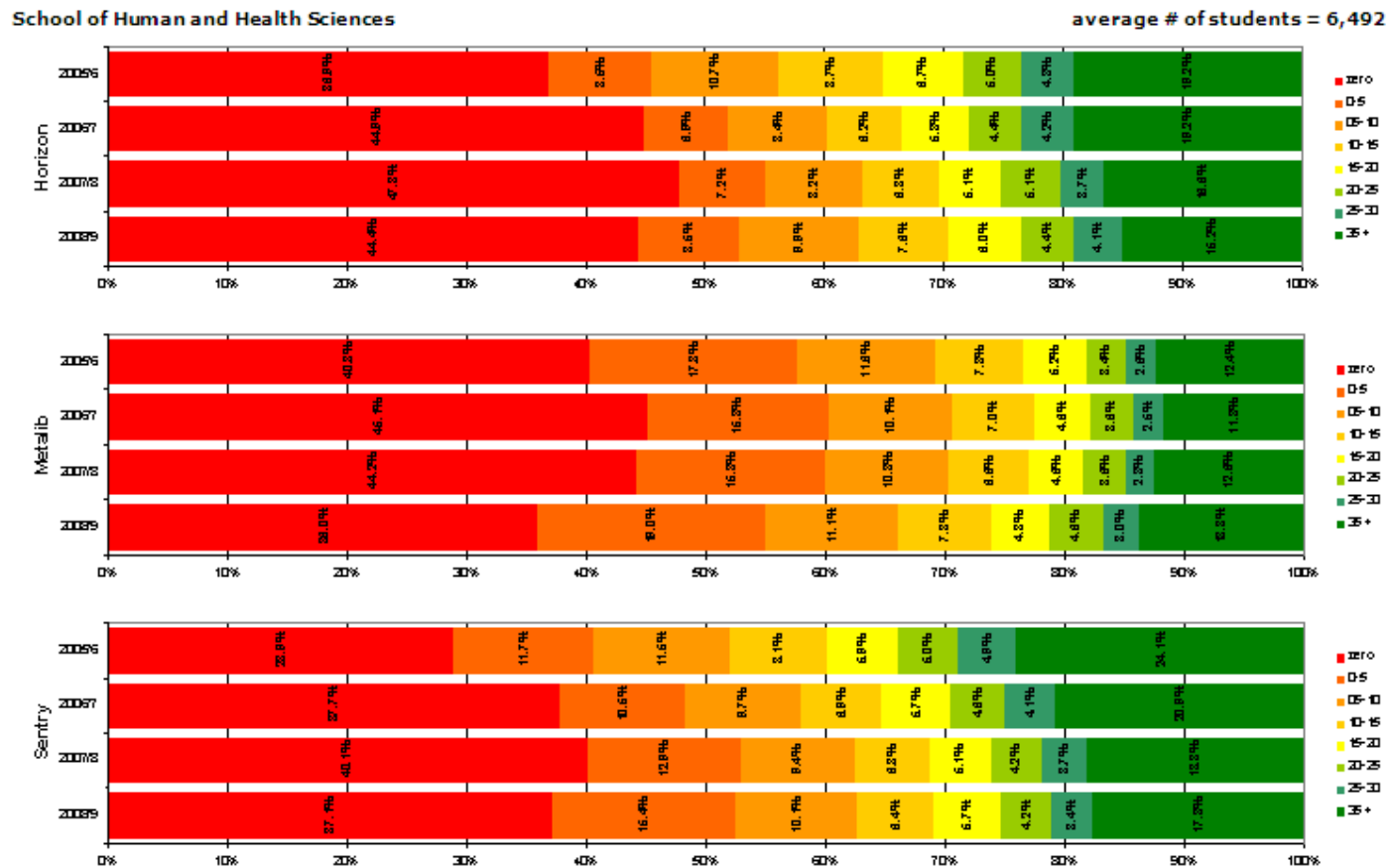
Toner, L. Non-use of Library services in a UK academic library  
*Evidence Based Library and Information Practice* 2008, 3:2,18-29

## Identified 3 main indicators

- Access to e-resources (logins to MetaLib)
- Book loans (Horizon LMS circulation stats)
- Access to the library (gate entry stats from Sentry)



# Usage data for the School of Human and Health Sciences



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# Linking usage to achievement

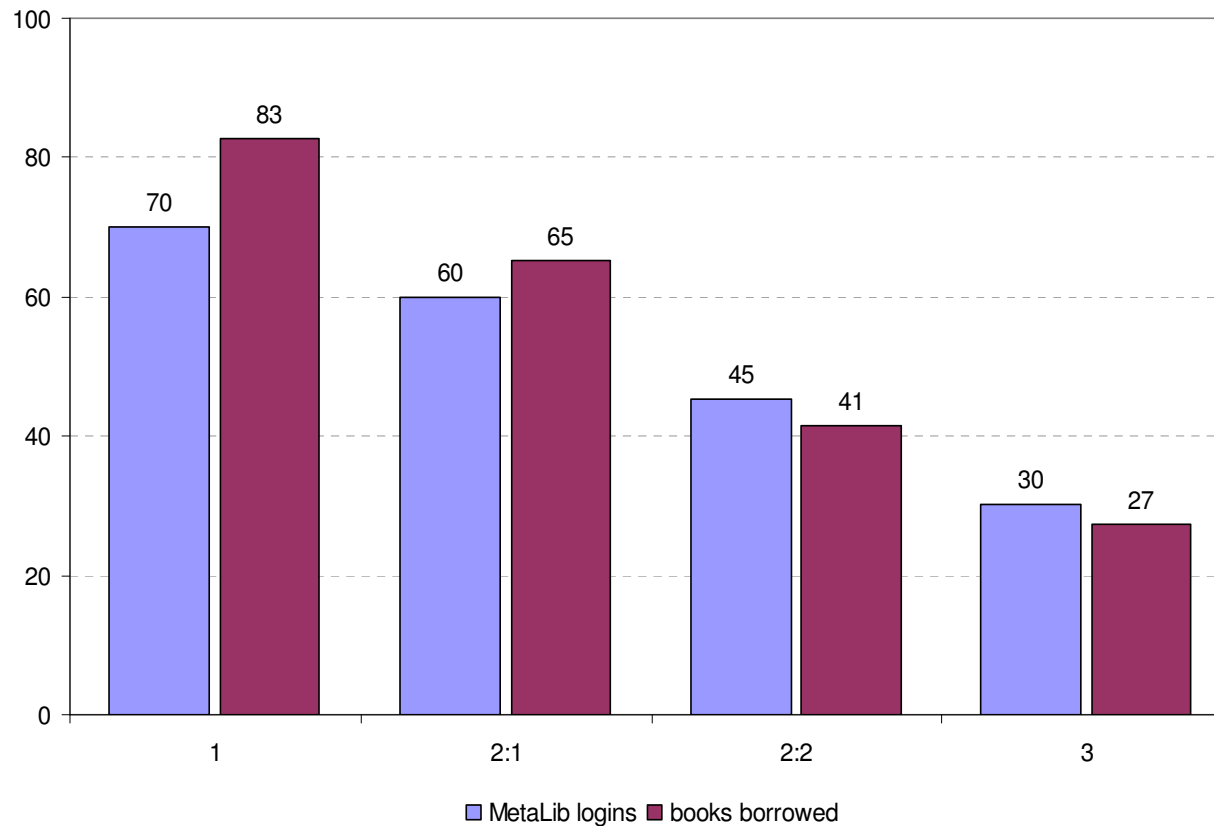


- Matching with student record system (ASIS)
  - Liaison critical with ASIS and Computing
- Years of data used
  - 2005/6 – 2008/9
- 2 cohorts of students on 3-year courses
  - data for years 1, 2 and 3 for 2 complete years

# Average total library usage v final degree grade (all 2007/8 & 2008/9 graduates)



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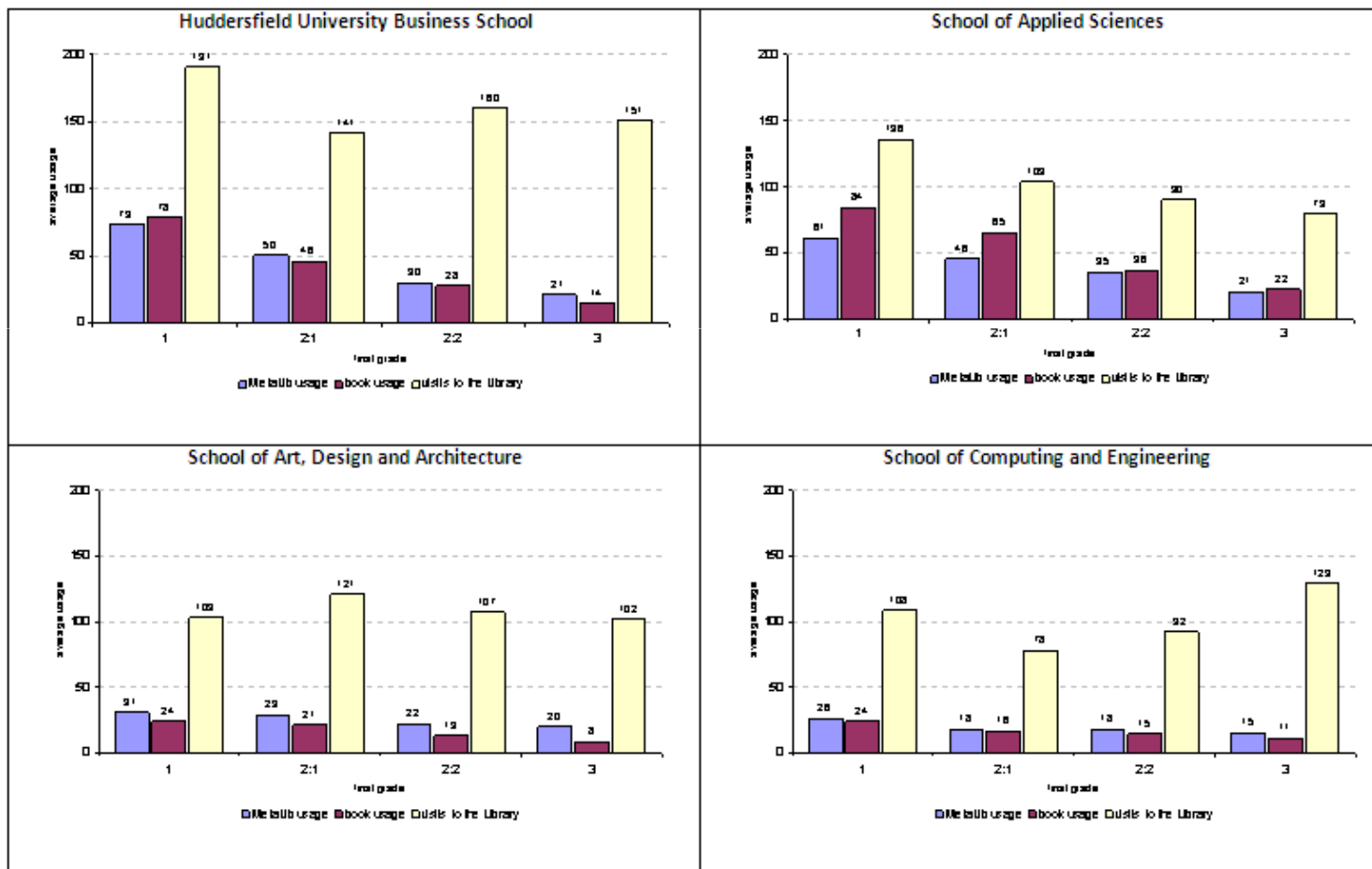


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# Average total usage by Academic School

(all 2007/8 & 2008/9 graduates)

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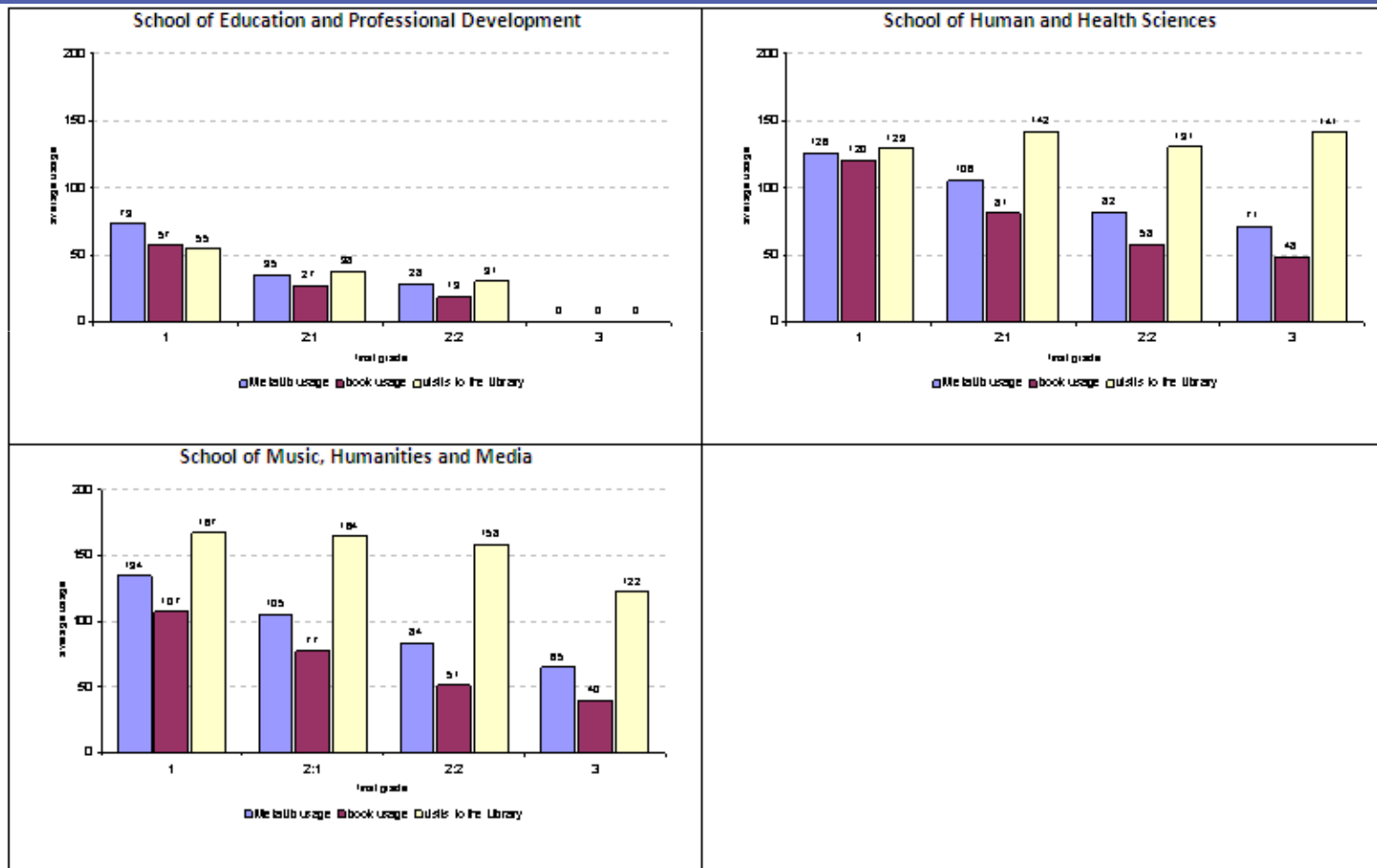


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# Average total usage by Academic School

(all 2007/8 & 2008/9 graduates)

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# Criteria



- Medium-large size courses of 35 + students
- Focus on undergraduate courses
- Focus on courses delivered at Huddersfield campus
- Excluded collaborative, part-time, distance-learning, franchise courses

# Definitions of no/low use

- Sentry statistics
  - low use is less than 5 visits per annum
- Metalib statistics
  - low use is less than 5 logins per annum
- Horizon statistics
  - low use is less than 5 issues per annum

# 15 courses identified



Selected courses by School	
<b>School of Applied Sciences</b> Biology Hospitality	<b>School of Human and Health Sciences</b> Applied Criminology Nursing Studies Physiotherapy
<b>School of Art, Design and Architecture</b> Interior Design Textile Crafts Textile Design	<b>School of Music, Humanities and Media</b> English Studies Media
<b>School of Computing and Engineering</b> Computing Mechanical Engineering Music Technology	<b>The Business School</b> Business Studies Law

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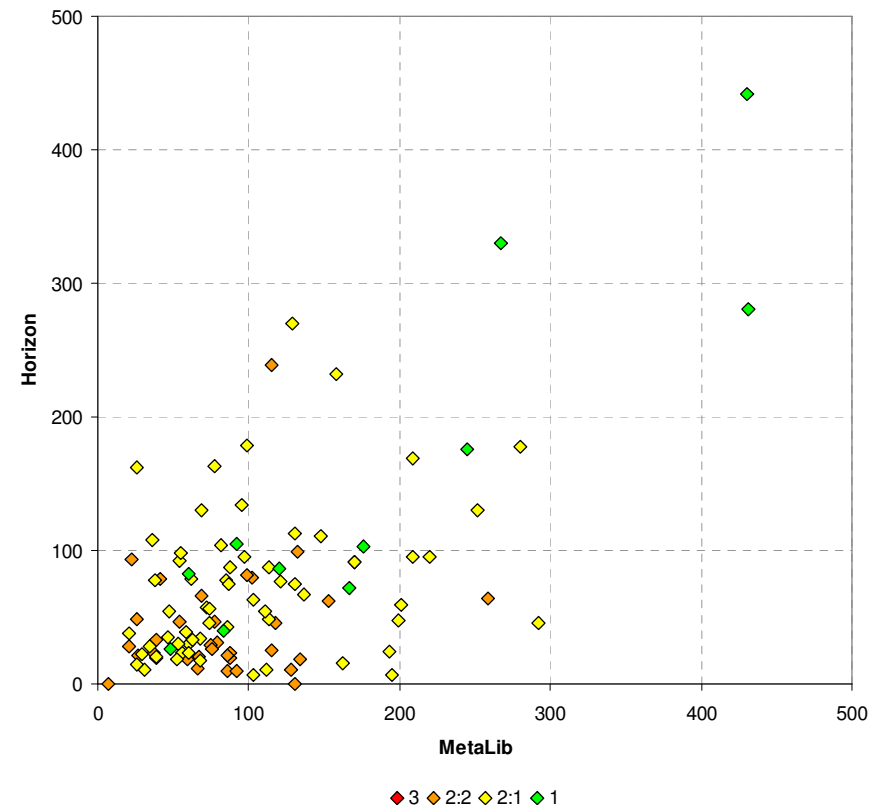
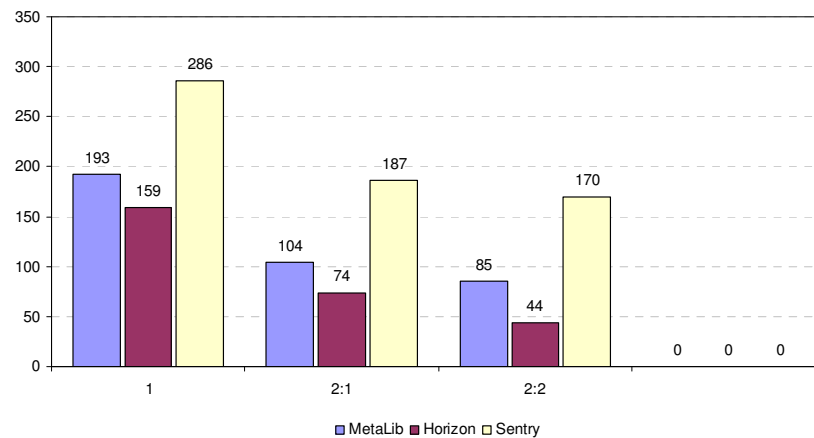


# Results

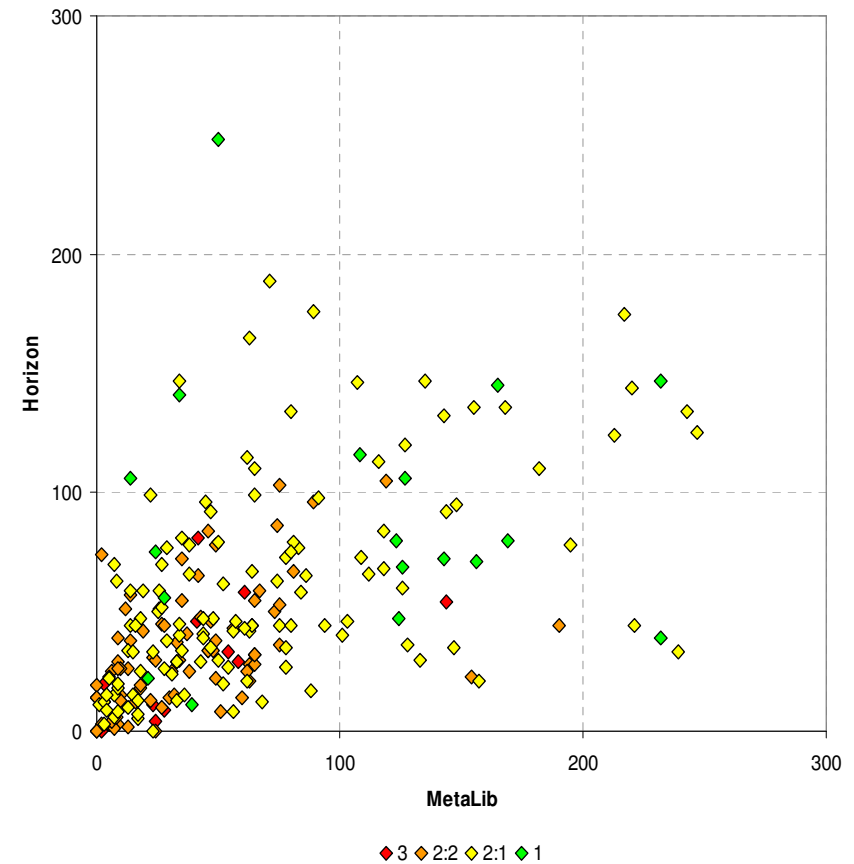
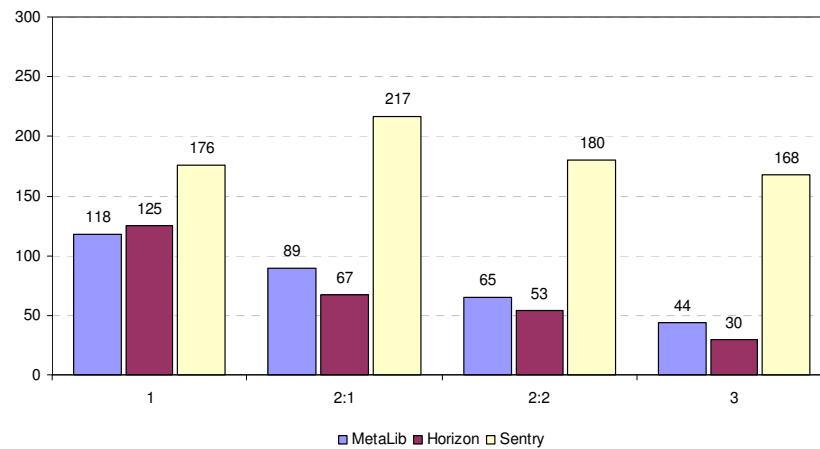


- Analysis of the results consistently reveals a correlation between e-resource use, book borrowing and student attainment
- This appears to be the case across all disciplines

# BA English Studies 2007-08 and 2008-09



# BA Business Studies 2007-08 and 2008-09



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# Perceptions of usage

- Emerald and Business Source Premier are seen as successful subscriptions
  - cost per usage is very low
  - overall usage when measured against other resources is high
- In context with no/low usage data for Business courses, usage should be significantly higher
- Further analysis of usage verses impact is needed
- Do we re-evaluate our criteria for renewal/cancellation of resources in the future?

# Issues raised and lessons learned



- Acknowledge subject differences
- Not a cause and effect relationship
- Political sensitivity
- Support from senior management
- Support from academic 'champions'
- Be honest about the findings!

# Next steps: short term



- Bring to attention of senior management PVC/Schools
- Academic Librarians to work with tutors on courses identified, explore reasons for non or low usage; target courses where usage is unexpectedly low
- Action Plan
- Annual resource statement – agreed with Schools

# Next steps: medium term

## Action Plan

- Course profiling
- Raise student awareness – targeted promotion
- Raise tutor awareness – training
- Review induction process – students and staff
- Information skills training at point of need
- Target resources allocation
  - Information resources
  - Staffing resources

Potential for collaboration on future research projects

Review progress annually

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# Acknowledgements



We thank the following colleagues at the University of Huddersfield have been involved in this project, with data extraction and analysis:

Dave Pattern, Andrew Walsh, Deborah Goodall, Alison Sharman, Ellie Clement, Lisa Balman, Janet Waterhouse



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# Thank you



- Any questions?
- Sue White [s.a.white@hud.ac.uk](mailto:s.a.white@hud.ac.uk)
- Graham Stone [g.stone@hud.ac.uk](mailto:g.stone@hud.ac.uk)
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